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ABSTRACT

This report compiles three studies conducted by the Office of Institutional Research at Johnson County Community College (JCCC) to evaluate the cost effectiveness of the various publicity methods initiated since 1971 to promote continuing education/community services activities. The three studies are: (1) cost effectiveness of newspaper advertisement, special brochures, and a variety of course bulletins and catalogs mailed to each county household; (2) trial credit card plan evaluation; and (3) opinion of Johnson County residents concerning direct mail course information. The effectiveness of the various course bulletins id determined through a tally of the sources of course registration forms actually used. The trial credit card plan for payment of tuition and/or course fees is evaluated based on its cost effectiveness: how much the plan cost, how many people used it, and how much it influenced the student to take more courses. Results of an opinion survey of 47 randomly selected credit users are also analyzed. Through voluntary returns of a brief questionnaire in the course bulletin and a random telephone survey of 200 Johnson County residents, community opinion about the college and the utilization of mailed bulletins is surveyed. The results of the three studies are discussed in an overall summary, and methods of improving publicity are recommended. (JC)

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COMMUNITY RESPONSE TO DIRECT MAIL FROM A COMMUNITY COLLEGE

including an evaluation
of a credit card plan

January 1976

Office of Institutional Research
Johnson County Community College
College Boulevard at Quivira Road
Overland Park, Kansas 66210

JC 760 226

PREFACE

In the spring of 1971, Johnson County Community College mailed a combined course schedule/community services bulletin to all Johnson County households. In the fall of 1975, the bulletin for continuing education/community service activities was expanded to include the continuing education offerings of other county agencies. In addition, the Board of Trustees authorized a trial credit card plan for payment of tuition and/or course fees in the classes listed in that bulletin.

The Instructional Branch requested the Office of Institutional Research to evaluate the use of the credit card plan. Since there had been previous discussion concerning the effect of direct mail and other means of advertising the continuing education/community service activities, the request was expanded to include an analysis of the use of registration forms from various promotional materials as well as community opinion and utilization of the mailed bulletin.

This report consists of three sections addressing the above three topics. These three sections are preceded by a section on background and followed by an overall discussion, summary and recommendations. A number of people have provided assistance in a variety of ways, such as providing needed resource information and ideas, tallying data, telephone interviewing, and editing the final report. They include Dr. Michael Toler, Dr. Larry Devane, John Pearce, Kay Kirkman, David Faucz, Rita Quy, Michael Quanty, Edwin Williams, Connie Ritchie, and Carol VanZon.

Elaine L. Tatham
Director of Institutional Research

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COMMUNITY RESPONSE TO DIRECT MAIL
FROM A COMMUNITY COLLEGE

I. BACKGROUND

Prior to the spring of 1971, Johnson County Community College had experimented with a variety of means to distribute brochures listing the continuing education/community service activities. The brochure listing the course offerings, times, locations and fees for the spring of 1971, however, was mailed to every Johnson County residence. The intent was to reach the maximum number of prospective students. The bulletin was 20 pages in length and was printed in the form of an 8½" x 11" magazine. In addition to the continuing education courses and community service activities, credit courses were listed and a registration blank was included. The number of bulletins printed was 62,661 and resulted in an enrollment of 775.

The full impact of a mailed bulletin was not realized until the fall of 1971 when the enrollment was 2,255. The continuing education/community service bulletin was printed and mailed separately from the credit course schedule which may have increased its visibility. In addition, many recipients of the first mailed bulletin may have begun to think about enrolling at JCCC and, after receipt of the second mailed bulletin, made the decision to do so.

As the number of courses increased in response to the growing demand, the bulletin became larger and costs increased rapidly. The first bulletin in 1971 was printed for $2,015. By the spring of 1974, the estimated cost was $8,526 to print 90,000 copies of a 48 page bulletin using the original format. A decision was made to change from a magazine style format to a tabloid format. A decision was also made again to mail the credit schedule with the continuing education/community service bulletin. The continuing education/community service bulletin was inserted in the middle of the credit

course schedule. However, there was some feeling that the continuing education/community service enrollment was lower than anticipated due to the decreased visibility of the bulletin.

The College continued to investigate other formats and different methods of distribution including the inclusion of the bulletin in a local paper. On a trial basis, the College inserted the fall 1973 credit schedule in a local newspaper but the results were inconclusive. After much discussion, the decision was made to print and mail the fall credit course schedules separately from the continuing education/community service bulletin. Both publications would be printed in tabloid format and mailed to every Johnson County household. The decision was also made to print and mail a combined credit course and continuing education/community service bulletin in the spring and summer. (The summer 1974 course schedule was the first one mailed to all Johnson County residents).

In the summer of 1975, the most ambitious fall continuing education/community service bulletin undertaken by the College was prepared. Cooperative arrangements with various county agencies led to an agreement to include their continuing education offerings in the bulletin. The bulletin was 36 pages and the net cost to the College was $8,430.99 for 100,000 copies. The costs are itemized below:

College production costs before revision	$ 684.71
College alterations and revisions costs	402.55
Printing costs for 95,000*	4,821.25
Addressing	456.50
Postage to mail 86,000	1,530.00
	$7,895.01
Postage penalty	3,838.38
Revenue from cooperating agencies	- 3,302.40
Actual Total Cost	$8,430.99

*The printing costs for the other 5,000 were paid for by Johnson County Parks and Recreation.

The Postal Service required a penalty payment of an additional $3,838.38 after ruling that the bulletin did not qualify for a third class non-profit bulk mailing because of the cooperative venture. Although the postage increased from 1.8¢ to 6.2¢ each, the average unit cost (including in-house production costs, printing, addressing and postage) to the College was approximately 8½¢ each. The reason was that the revenue from the cooperating agencies was $3,302.40, almost the amount of the Postal Service penalty. The resulting College enrollment in continuing education/community service activities was 4,858 students as of the middle of October and the final fall enrollment was 5,887.

Several issues have arisen concerning the continuing education publications, their distribution and their associated costs. In addition, a credit card plan was approved for the fall semester. The following report is presented in three separate sections which culminate in an overall summary and recommendations. The three sections are: utilization of alternative continuing education registration forms, credit card plan evaluation and opinions by county residents concerning mailed course information.

II. ALTERNATIVE METHODS FOR DISTRIBUTING CONTINUING EDUCATION REGISTRATION FORMS

Registration forms for continuing education/community service courses are distributed in a variety of publications. They are included in the bulletin mailed to each Johnson County household. They are also in the four special community school bulletins for Olathe, DeSoto, Spring Hill, and Stanley/Stilwell which describe courses taught in those respective areas of the county. Other registration forms are included in special brochures printed for certain courses such as the baseball clinic and the symposium on photo-

graphic techniques. This fall, course advertisements placed in The Kansas City Star and the Olathe Daily News also included registration forms. Additional forms were available in the Continuing Education Office. The forms from each of these various sources were coded in such a way that they could be easily distinguished from one another.

After registration forms were processed by the Continuing Education Office, they were tallied by their specific source. An arbitrary date of October 15 was set for completion of the tally. As of that date, 4291 registrations had been tallied from seventeen different sources. An additional 567 registrations had been received by the Continuing Education Office, but were not available for tallying due to the time required for processing the registration. It was, therefore, decided to compile the data for the 4291 registrations which were tallied by October 15 and to use these data to project estimates for the 4858 registrations actually received as of that date.

Table 1 on page 30 presents the number and percentage who used the various sources for registration. Since the Continuing Education Office wanted to distinguish between registration forms received by mail and those received from someone who registered in person, the category "walk-in" was also added. The registration forms used by "walk-ins" were primarily the Continuing Education Office forms and the coupon out of the continuing education/ community service bulletin. The data in Table 2 summarize the costs associated with each type of registration form. In addition, estimates of the minimum generated income are presented. The results can be summarized as follows.

- Approximately 78 percent of the registrations were received by mail with the remaining 22 percent received from individuals who went to the Continuing Education Office for registration.

- The major source of registration forms was the coupon out of the bulletin mailed to each household in Johnson County. Approximately 57 percent of those registering used that form. Since some of the "walk-ins" also brought those forms, the total percentage using the form in the bulletin was over 60 percent.

- The ad in the Olathe Daily News generated more income than the ad itself cost. However, the ad in The Kansas City Star generated less income than the ad cost.

- The four community school bulletins generated approximately $160 more income than they cost to print. Although 24,200 were printed, only 8,640 were mailed. The net revenue would have been at least $300 more if the number printed had been 8,640.

- Overall, the group of special brochures generated more income than they cost to print. However, the income was related to the specific course. The brochure for the symposium on photographic techniques generated enough income to pay for printing all the other special brochures.

The interpretation of the above results must include a knowledge of the distribution for all mailed publications. The four community school bulletins were distributed through their respective postal services. The two major problems associated with these bulletins were over-printing and under-distribution. For example, although 15,000 Olathe community school bulletins were printed, only 5,000 were mailed. When telephoned by a member of the research staff, the Olathe postal service said they make deliveries to 6911 city residences, 671 businesses, and 1997 rural residences (a total of 9577 deliveries). Thus, over 5,000 too many were printed and about 4,000 too few were delivered. The distribution currently is dependent upon the addressing service used. A different addressing service was selected this fall, and a research staff member living in Olathe (for more than three years) received neither a community school bulletin nor the complete bulletin. Yet, all course schedules had been received previously.

The special brochures such as the ones used for the photography

symposium were distributed in a variety of ways. All brochures for courses which were co-sponsored with the Small Business Administration were either distributed by hand or mailed to county individuals on the Small Business Administration mailing list and also to a stratified sampling of the county Chamber of Commerce's membership lists. The brochure for the photography symposium was mailed to all previous enrollees and to members of the various photographic organizations within the Kansas City Metropolitan area. In general, most brochures were hand distributed and mailed to previous enrollees, if appropriate, as well as members of relevant civic and community groups. In interpreting the data included in this report which pertains to these special brochures, one crucial point must be remembered. Not all courses advertised via special brochures are held at the beginning of the semester. Thus, many registrations would not be received until after the date that the tallying for this report was completed. The number of tallied registrations from the special brochures can, therefore, be expected to be lower than the actual number which were received during the entire fall semester.

The results listed on pages 4 and 5 lead to some tentative implications. The first is related to the mailing of the continuing education/community service bulletin to all households in the county. Since the majority of persons used the registration form provided in the bulletin, enrollment appears to be very dependent upon the mailed bulletins. Without an alternative vehicle of information, enrollment would probably drop dramatically if the mailing of the bulletin were discontinued.

A second implication is related to the special brochures. Although the income generated for the overall group of special brochures was more

than the cost to print all of the brochures, many of the brochures generated very little income. Therefore, a few brochures which piqued interest were responsible for the net gain. There can be no guarantee that this situation will happen in the future. The means for distributing the brochures may be related to their utilization. The timing for the distribution may be a second factor. Perhaps some individuals had already used the registration form out of the mailed bulletin before they received the special brochure. Some additional thought needs to be directed to the means and timing for the distribution of the special brochures, as well as the selection of the courses for which these special brochures are prepared.

A third implication concerns the newspaper ads. The ad in The Kansas City Star was run on Thursday, September 4, 1975, in the West zone edition. The Thursday edition contains the major grocery ads for the following weekend. Although many people purchase only the Thursday paper, they may be so busy reading grocery ads and cutting out food item coupons that they will not notice other ads. Thus, Thursday may not be an appropriate day to run an enrollment ad. A better vehicle might be the Sunday TV program guide. There is some precedent for such useage, since an area liberal arts college recently ran an ad in that portion of the Sunday paper. Finally, the specific courses mentioned in the ad may not have appealed to those individuals who read the ad. The research staff felt that the courses in the ad were sufficiently diverse, but the courses in the Kansas City ad were not the same as the courses in the Olathe Daily News ad. One reason for the difference was that those mentioned in the Olathe ad were all taught in Olathe. However, the difference in courses advertised should not be

ignored. Before deciding not to use The Kansas City Star again, some thought should be given to the timing and location of the ad and to the specific courses to be included in the ad. A second try with an ad in The Kansas City Star does merit consideration.

The fourth implication is related to the community school bulletins. The net revenue generated from these bulletins can be cut greatly because of either over-printing or inadequate distribution. Since the distribution is tied to the addressing service selected, the printing should be related to that firm's number of addresses for a specific area. In addition, the selection of the addressing service is very important since many residents outside the Shawnee Mission area are not receiving copies of these mailings.

III. CREDIT CARD PLAN EVALUATION

At the April 9, 1975 meeting, the Board of Trustees approved the recommendation that the use of a credit card plan be authorized on a trial basis for payment of tuition and/or course fees in continuing education and community service courses. At the time of its approval, the Board of Trustees raised several questions. They included the following:

- How many people would use the credit card plan?
- How much does the use of the credit card plan cost the College?
- Might there be an advantage to the College in that students would be able to take more courses if they could extend their payment under a credit card deferred payment plan?

The Office of Institutional Research was requested to collect the relevant data and do the analyses required to provide some insight into the answers to these questions.

Credit Card Use and Revenue

The tally of persons who used the credit card was conducted through October 13. Additional charges were made after that date for classes beginning after October 13. However, waiting until the end of the semester would have resulted in a further delay of the data analyses.

There were 356 individuals as of October 13 who charged a total of $8790 using one of two commonly used charge cards. The dollar charges using one of the two cards were approximately two and a half times the dollar charges using the second card. The estimated course fees from the 4858 students enrolled as of October 15 was $53,000. Approximately eight percent of the students charged their fees and these fees accounted for approximately 17 percent of the revenue obtained from course fees. The average dollar revenue from students who charged their fees was 25 dollars in contrast to an overall average of 11 dollars from all students (those who charged plus those who paid cash). These 356 students enrolled in a total of 499 courses which is an average of 1.4 classes per student.

The data for credit charge payments were available on a daily basis. However, the tallying of registration forms was always a few days behind due to the processing time in the Continuing Education Office. The proportion of mail-in registrations was obtained from the tally of registration forms (see the previous section which begins on page 3). To make the two data sources (the tally of registration forms and the tally of credit card use) comparable, a count of the credit card users was also made for the 4291 registrations which were tallied. Of the 4291 registrations tallied, approximately eight percent had used the credit card plan. This was in agreement with the percentage cited in the preceding paragraph.

Student Opinions

A random sample of 47 individuals who used the credit charge plan was interviewed via telephone by a member of the research staff. Each individual was asked three questions. Although not all 356 credit card users were called, the responses of the 47 contacted were so similar that they can be considered representative. The results were as follows:

- Thirteen percent responded that they would not have taken the course if they would have had to pay cash.
- Sixty-six percent obtained their registration form from the Continuing Education, Community Service, and Recreation Bulletin mailed to each household in the county.
- Fifteen percent responded that the convenience of charging fees did influence them to take more than one course.

Credit Card Cost

The College obtained the status "no charge facility" for both credit card plans. Therefore, the costs involved were related to the extra time required by the staff to process a credit card payment in contrast to the time required to process a cash payment. Someone from the Continuing Education Office spent six weeks in the Business Office handling all mail-in payments plus the walk-in payments which were charged. As will be presented below, processing a charge payment did take longer than a cash payment. The difference in time resulted from the extra time required for writing plus the mechanics of processing the charge form. Other than the time required for processing the payment, the majority of indirect costs were the same for cash payments and charge payments. There were, however, some other costs associated with the charge card method such as preparing the day's summary for each charge plan. In addition, processing credit card refunds took more time than cash payments.

There are a number of factors which confounded the analysis of the credit card plan costs. One is that the processing time for a credit card payment made in person was considerably longer than for a credit card payment received by mail. The primary reason was the extra time devoted to conversation. Some students just were more talkative or else had a question which required additional time. A second factor was the uncertainty as to how to relate interruptions for one charge payment to the interruptions associated with cash payments. A third factor was that there was time each day devoted to sorting the mail. There were also a number of non-processable charge requests received which took time to handle and resulted in no revenue. Then, telephone inquiries were sufficient in number and length to occupy a large amount of time. Another very important factor was that credit cards were used for the courses offered by other cooperating county agencies. These were also processed in the College Business Office. During the month of September, there were 123 credit card registrations handled for the Johnson County Parks and Recreation, the Extension Council, and the Johnson County Library. The last factor, which was very crucial, is that not all individuals work at the same speed and individuals who know they are being timed may work faster than in an un-timed situation (Geen, 1975).

The individual who was timed in the Business Office was a person who works very quickly. The typical time required to process a mailed charge payment was three minutes. The typical time required to process a mailed cash payment was 30 seconds. Assume that this individual worked like a robot, talked to no one, and answered no telephones. The 356 charge payments would then require 18 hours in contrast to 3 hours for 356 cash payments. The time differential would be 15 hours.

The above data suggest that six cash payments can be handled in the same time as one charge payment. One interruption, however, may easily require 30 seconds. There was some evidence to suggest that a more realistic relationship was that three cash payments were handled in the same time that one charge payment required.

Due to the many confounding factors, the analysis of the costs will be presented under three headings. The first will address the question as to whether the credit card plan generated additional revenue. The second will address the question as to how long cash and credit card payments actually take if all interruptions and non-revenue generating activities are included. The third will attempt to estimate the minimum net additional revenue generated due to the credit card plan availability.

Additional Revenue Generated

With an average revenue of $25 from students who charged as opposed to an average revenue of $11 per student, the 356 students appear to have provided an additional $14 revenue per person or a total of $4,984. Suppose the person processing the payments earned $4 per hour or $960 for the six week time period. Compared to this salary expenditure, the revenue of $4,984 seems substantial.

On the basis of the telephone survey, approximately 46 of the 356 students would not have enrolled without the availability of the charge plan. Thus, the College would not have even received the average $11 revenue from each of these 46 students. In other words, an additional $506 revenue was generated from the availability of the charge plan for a total of $5490 additional revenue.

Based on the sample percentage, approximately 53 of the 356 students were influenced to take more than one course. These 53 students taking

an extra course could hardly account for the extra average revenue of $14 per student. Thus, the other 303 credit card users either tended to take more expensive classes than those who paid cash or they may have been subtly influenced to take more than one course without realizing it.

The question also arises as to whether the students were totally honest with themselves in answering the question concerning whether they would have enrolled without the credit card. The fall enrollment remained about the same as last fall despite increased competition from other colleges in the Metropolitan Kansas City area which have expanded their continuing education offerings. Also, the economy affects available income and the Kansas City area still feels the impact of considerable unemployment. Perhaps the credit card plan did indeed make a bigger difference than even the $5490 would suggest.

Credit Card Processing Time

In view of the previously mentioned facts and considerations, an attempt was made to relate the six weeks' work by one person to the processing of all charge payments, plus all cash payments mailed in. The following assumptions were made:

- A charge payment takes three times longer to process than does a cash payment.
- All charges were made by mail (there were charges made in person, but the analysis becomes confounded).
- The employee was permitted two 15 minute breaks each day.
- The interruptions associated with the processing of one credit card payment were comparable to the interruptions associated with processing three cash payments.
- There were 123 credit card payments processed for other county agencies.

Applying the above assumptions to the 4858 registrations and corresponding payments for the six week time period leads to the following supplementary assumptions.

- There were 3789 payments made by mail.
- Of these 3789 payments, 356 were charged and 3433 were cash payments.
- There were 225 hours (13500 minutes) devoted to processing these 3789 payments.

Denote the number of minutes required to process a cash payment as X. Then the number of minutes required to process a credit payment can be denoted as 3X. The total number of minutes for processing the 356 charge payments would be 356(3X), or 1068X, while the total number of minutes for processing the 3433 cash payments would be 3433X. The time to process the 123 payments for other county agencies was 123(3X) or 369X minutes. These data can be represented in the following equation using minutes as the measuring unit.

$$1068X + 3433X + 369X = 13500$$

$$4870X = 13500$$

Solving the equation for X yields an estimate of 2.8 minutes per cash payment and 8.3 minutes per credit card payment. These estimates include all interruptions and all extra miscellaneous activities associated with processing credit charges. These estimates also allow for human behavior, not robot behavior. No one can work like a robot for long periods of time. Although these estimates are obviously maximal (particularly for the credit card payment method), an analysis of the maximal situation can be used to infer conclusions about the average situation.

With these maximum estimates, the 356 credit card payments required approximately six and a half days. Had these 356 payments been made in

cash, slightly more than two days would have been required. At a salary of $4 per hour, the credit card payment processing cost $208 for the six and a half days. Had they been cash payments, the cost would have been about $70. Thus, the cost differential was about $138. Yet, this extra expenditure of $138 appears to have generated at least $5490 additional revenue.

Estimated Minimal Net Revenue

Once the six weeks were over, the duties for processing both the cash and charge payments were assumed by a staff member in the Business Office. The number of payments each day had dropped dramatically, but then the requests for refunds had to be handled along with the on-going processing of payments. There is the unanswered question as to how much time was diverted from other tasks so that the payments and refunds after the first six weeks were accurately handled along with the usual interruptions, such as telephone inquiries or the student who wished to chat.

As noted in the preceding section, there were at least 3433 cash payments processed by mail during the six week period. In the preceding section, it was also concluded that the extra salary expenditure of $138 for processing credit card payments generated $5490 additional revenue. The point of view might be taken that the salary expenditures for the person in the Business Office cut further into the net revenue. However, a reasonable assumption would be that the salary expenditures for processing the 3433 cash payments were at least as much as the salary expenditures for the processing of credit card payments after October 13. With this assumption, the entire salary expenditure of $960 for six weeks generated at least $5490 additional revenue. In other words, every dollar spent on

staff salary to process all credit card charges and all mailed cash payments brought in more than $5 additional revenue, a net gain of more than $4.

Summary

A synthesis of the preceding results as of the middle of October provides the following answers to the questions posed by the Board of Trustees concerning the credit card plan.

- Approximately eight percent (N=356) of the students charged their fees and these fees accounted for approximately 17 percent of the revenue obtained from course fees.
- Approximately 46 students or about one percent would not have enrolled without the availability of the credit charge plan.
- Approximately 53 students or about one percent were influenced to take more than one course due to the availability of the credit charge plan.
- Every dollar spent on staff salary to process the credit card charges brought in more than $5 additional revenue, a net gain of more than $4. (This is a very conservative estimate of the additional generated revenue)
- Students seem more apt to charge "expensive" courses and pay cash for those that cost less. This is evidenced by the average revenue of $25 from credit card users in contrast to the typical average revenue of $11.
- The additional revenues of $5490 generated from the use of the credit card plan were sufficiently ample to cover all current costs. If the status "no charge facility" were lost, the percentage allocated as a service charge would need to be incorporated into the analysis.

The major problems would appear to be that of commitment and adequate implementation. The final decision needs to incorporate and consider some of the issues raised in the presentation of the results. Some of these issues are summarized below.

- Would enrollment drop without the availability of the credit card plan due to economic conditions and increased competition from other area colleges?

- Should a charge card plan be implemented for the benefit of one percent of the students?

- Will the decision be made to provide for an adequate amount of staff in the Business Office to cope with the additional time and problems? This issue is critical.

- Should the availability of a credit card plan for Continuing Education courses be expanded to include the availability of a credit charge plan for credit courses and for purchases in the Bookstore? (The data suggest that charges are more apt to be made for "expensive" items).

- Should a procedure be developed for more efficient use of the time of the person receiving the payments? Should the same person also be handling all the telephone inquiries?

IV. OPINIONS BY COUNTY RESIDENTS CONCERNING MAILED COURSE INFORMATION

Previous studies [2,3] by the Office of Institutional Research have shown that mail to the home is the major source of information about the College. The College mails two course schedules (the credit course schedule and the continuing education/community service bulletin) to all county residents three times a year. Typically, the credit course schedule is now mailed about one month before the continuing education/community service bulletin, except for the summer when the two are combined.

Although the cost to develop, print and mail each schedule or bulletin is only eight cents (exclusive of penalties), several questions have arisen during the last few years concerning these two publications. One is whether Johnson County residents like having the complete schedules (bulletins) mailed to their homes. A second question is whether the community response to the credit course schedule is different from the community response to the continuing education/community service bulletin. A third question is whether the community response is the same throughout the county. Based on the methods by which the information was collected, this study was separated into two major components which are described below.

Voluntary Opinions From County Residents

Both the credit course schedule and the continuing education/community service bulletin included a coupon which requested the recipient to answer four questions. The coupon was to be mailed to the Office of Institutional Research. Since the respondent was under no obligation and also had to pay the ten cents postage, it was anticipated that there would be minimal response. However, coupled with the other available information, these voluntary opinions were expected to provide additional insight into the opinions of county residents concerning the College. In addition, the question arose as to whether responses obtained from the coupon in the credit course schedule would be similar to those obtained from the coupon in the continuing education/community service bulletin. The two coupons were identifiable so that the mailed responses could be tallied separately.

Tables 3, 4, and 5 respectively present the data for the credit course schedule, the continuing education/community service bulletin, and a summary combining the two. Some responses were received too late to include in the tally. The results displayed are for the 139 county residents who clipped the questionnaire from the credit course schedule mailed July 28-29 and the 184 who clipped it from the continuing education/community service bulletin mailed August 25. The results can be summarized as follows:

Previous Attendance at JCCC

Overall, 60 percent responded that a member of their family had attended JCCC. Sixty-seven percent of those using the questionnaire in the continuing education/community service bulletin said "yes" in contrast to 50 percent of those using the credit course schedule questionnaire.

Responses to this question also appeared to be related to the part of the county in which the individual lived. Overall, for four of the five selected zip code groupings within the county, the percentage saying "yes" was at least 17 percent more from the continuing education/community service bulletin coupon than from the credit course schedule coupon. The one exception was in the area with zip codes 66202-66205 (extreme Northeast Johnson County), where the two percentages were almost identical.

Plans to Attend JCCC

Approximately 75 percent responded that a member of their family planned to attend a course or activity listed in the schedule (bulletin). Of those who used the questionnaire in the continuing education/community service bulletin, 86 percent responded "yes" in contrast to the 59 percent of those who used the questionnaire in the credit course schedule and responded "yes." Again, the responses from those living in the county with zip codes 66202-66205 differed from the pattern of responses for the other areas within the county. In this area, the percentage of "yes" responses obtained from the credit course schedule was similar to the percentage obtained from the continuing education/community service bulletin. For the other four identified areas, the percentage of "yes" responses from the continuing education/community service bulletin was at least 33 percent more than that obtained from the credit course schedule.

Reaction to Schedule

The consensus (94 percent) of the respondents was that both the credit course schedule and the continuing education/community service bulletin were useful.

Non-JCCC Course Offerings

A large majority (85 percent) would like to see more information

such as the courses offered by other colleges in JCCC's course publications. The "yes" responses obtained from the continuing education/community service bulletin were again higher (96 percent) than the percent obtained from the credit course schedule (76 percent).

Telephone Survey of County Residents

Since the coupons were mailed voluntarily, which could cause the sample to be biased, the opinions of county residents were also obtained via telephone interview. After the credit course schedule was mailed, 100 county residents selected at random were interviewed by a member of the research staff. A copy of the questionnaire is included in the Appendix. After the continuing education/community service bulletin was mailed, a second group of 100 county residents selected at random was interviewed by a member of the research staff using the same questionnaire.

Table 6 summarizes the data obtained from these 200 residents. The data are displayed for two areas within the county (the area known as Shawnee Mission and the balance of the county). The data are not displayed separately for the two individual surveys although these data are available in the research office. The reason for not displaying them separately is that after the continuing education/community service bulletin was mailed, only 50 percent of the households interviewed outside the Shawnee Mission area responded that they had received a JCCC course schedule (bulletin) in the mail. Yet, after the credit course schedule was mailed, 78 percent of these households outside the Shawnee Mission area had responded "yes" to that question. Since the credit course schedule was mailed first, one inference is that a number of households outside the Shawnee Mission area received neither a credit course schedule nor a continuing education/community service bulletin. The remainder of the questions were dependent

upon the respondent indicating that a JCCC course publication had been received in the mail. As a result, a hasty reading of the data could easily result in misinterpretation. Therefore, it was decided to display the data only in aggregate form.

Overall, the results are summarized below.

- The three major sources of information about the College were information mailed to the home (55.5 percent), sources such as people (30.0 percent) and newspapers (19.0 percent). Sources such as people appear to play a slightly greater role outside the Shawnee Mission area (41.7 percent) than within the Shawnee Mission area (27.4 percent).

- Approximately 74 percent remembered receiving a JCCC course schedule (bulletin). Another 11 percent didn't know for sure. The percentage for the area outside Shawnee Mission (63.9 percent) appears low compared to the Shawnee Mission area (76.1 percent). The reason is that only 50 percent outside Shawnee Mission responded, after the mailing of the continuing education/community service bulletin, that they had received a JCCC course publication. After the mailing of the credit course schedule, both percentages had been approximately 78 percent.

- Approximately 74 percent of those who received a course schedule (bulletin) responded that the publication was opened and read by a member of the household.

- Approximately 57 percent of those who received a course schedule (bulletin) described the mailed publication as the kind of useful information their family liked to receive. An additional 34 percent thought the information was interesting or enjoyable, but not especially useful. Items of particular interest were the business courses and continuing education/community service courses.

- Approximately 15 percent of thsoe who received a course schedule (bulletin) responded that they or a member of their family had used the registration request form or admissions blank in the mailed class schedule.

- Approximately 58 percent would like to receive information from the College by mail. Some of the reasons expressed for not wanting to receive information were as follows: retired or too old, not interested, not enough time, moving, transportation problems, attending another college.

When interpreting the above data (particularly the second result), one point must be kept in mind. During the telephone interview, the respondent

was never aksed whether the credit course schedule or the continuing education/community service bulletin had been received. The decision had been made that a telephone interview relating individual responses to the specific schedule (bulletin) would be cumbersome. Therefore, the assumption was made that responses were made, in most cases, on the basis of the most recently received publication. The 100 respondents in the first sample were different from the respondents in the second sample. Therefore, for the second sample, the percentage of those living outside the Shawnee Mission area who indicated they received a schedule (bulletin) is worth noting. Their responses may indicate that they received neither a credit course schedule nor a continuing education/community service bulletin. This result is compatible with the data presented on the community school bulletins in the section beginning on page 3. The selection of the addressing service is an important factor in reaching the county residents living outside Shawnee Mission.

V. OVERALL SUMMARY AND RECOMMENDATIONS

The continuing education/community service offerings of the College began in the spring of 1970. The enrollment has increased from 417 students in the fall of 1970 to 5887 students in the fall of 1975. A credit card plan was approved for payment of tuition and/or course fees in the continuing education/community service courses. The Board of Trustees requested an evaluation of the credit card plan. The Office of Continuing Education requested that the study be expanded to include an analysis of where students obtain their registration forms and that information be collected concerning community opinion and utilization of the mailed bulletin.

The study consisted of three separate parts which have been presented in the preceding three sections of this report. Although the data presented in each of these three sections were collected independently of each other,

the results need to be examined on an overall basis. The major results are summarized below. They are followed with selected relevant discussion and recommendations, where appropriate.

Registration Sources

- Approximately 78 percent of the registrations were received by mail with the remaining 22 percent received from individuals who went to the Continui g Education Office for registration.

- The major source of registration forms was the coupon out of the continuing education/community service bulletin mailed to each household in Johnson County. Approximately 57 percent of those registering used that coupon. Since some of the "walk-ins" also brought their coupon, the total percentage using the coupon in the bulletin was over 60 percent.

- The ad in the Olathe Daily News generated more income than the ad itself cost. However, the ad in The Kansas City Star generated less income than the ad cost.

- The four community school bulletins generated approximately $160 more income than they cost to print. Although 24,200 were printed, only 8,640 were mailed. The net revenue would have been at least $300 more if the number printed had been 8,640.

- Overall, the group of special brochures generated more income than they cost to print. However, the income was related to the specific course. The brochure for the symposium on photographic techniques generated enough income to pay for printing all the other special brochures.

Credit Card Plan

- Approximately eight percent (N=356) of the students charged their fees and these fees accounted for approximately 17 percent of the revenue obtained from course fees.

- Approximately 46 students or about one percent would not have enrolled without the availability of the credit charge plan.

- Approximately 53 students or about one percent were influenced to take more than one course due to the availability of the credit charge plan.

- Every dollar spent on staff salary to process the credit card charges brought in more than $5 additional revenue, a net gain of more than $4. (This is a very conservative estimate of the additional generated revenue)

- Students seem more apt to charge "expensive" courses and pay cash for those that cost less. This is evidenced by the average revenue of $25 from credit card users in contrast to the typical average revenue of $11.

- The additional revenues of $5490 generated from the use of the credit card plan were sufficiently ample to cover all current costs. If the status "no charge facility" were lost, the percentage allocated as a service charge would need to be incorporated into the analysis.

County Resident Opinions

Since the telephoned respondents were not asked to distinguish between the two course publications (credit course schedule and continuing education/community service bulletin), the term schedule as used below applies to both publications unless otherwise specified.

- The three major sources of information to Johnson County residents about the College were information mailed to the home (55.5 percent), sources such as people (30.0 percent) and newspapers (19.0 percent). Sources such as people appear to play a slightly greater role outside the Shawnee Mission area (41.7 percent) than within the Shawnee Mission area (27.4 percent).

- Approximately 74 percent remembered receiving a JCCC course schedule (bulletin). Another 11 percent didn't know for sure. The percentage for the area outside Shawnee Mission (63.9 percent) appears low compared to the Shawnee Mission area (76.1 percent). The reason is that only 50 percent outside Shawnee Mission responded, after the mailing of the continuing education/community service bulletin, that they had received a JCCC course publication. After the mailing of the credit course schedule, both percentages had been approximately 78 percent.

- Approximately 74 percent of those who received a course schedule (bulletin) responded that the publication was opened and read by a member of the household.

- Approximately 57 percent of those who received a course schedule (bulletin) described the mailed publication as the kind of useful information their family liked to receive. An additional 34 percent thought the information was interesting or enjoyable, but not especially useful. Items of particular interest were the business courses and continuing education/community service courses.

- Approximately 15 percent of those who received a course schedule (bulletin) responded that they or a member of their family had used the registration request form or admissions blank in the mailed publication.

- Approximately 58 percent would like to receive information from the College by mail. Some of the reasons expressed for not wanting to receive information were as follows: retired or too old, not interested, not enough time, moving, transportation problems, attending another college.

Distribution of Publications

The reports presented in sections II and IV both included data which indicated that distribution of publications is an area for additional attention. The distribution of course publications and community school bulletins was done via an addressing service. The data indicate that outside the Shawnee Mission area, the percentage of households receiving these College publications is considerably lower than within the Shawnee Mission area. If an addressing service is to be used, one consideration should be how many households outside the Shawnee Mission area are included in that firm's available addresses.

Historically, the percentage of high school graduates attending credit classes at JCCC the following fall has been higher for the Shawnee Mission area than for the balance of the county. The data for 1971 are not available, but the percentages for the two parts of the county are presented below for all other years since the College opened.

PERCENTAGE OF HIGH SCHOOL GRADUATES ATTENDING JCCC

Year	Shawnee Mission Area	Balance of County	Total County
1969	15.5	9.7	14.8
1970	18.9	15.3	18.5
1972	24.6	20.7	24.0
1973	21.4	13.1	20.0
1974	21.3	15.5	20.3
1975	21.4	14.1	20.1

Although the above data are for credit courses, they indicate that the two parts of the county have different enrollment patterns at JCCC. The reason may be related to factors beyond the College's control. Through the community schools, an attempt is being made to increase community awareness of JCCC. However, the data presented in this study indicate that

still more needs to be done.

Recommendation 1: that the selection of the addressing service used for major College mailings throughout the county include a consideration of the service's ability to mail to a large percentage of households outside the Shawnee Mission area as well as to a large percentage of households within the Shawnee Mission area.

The data also indicate that most county residents like to receive information about the College, but some of them do question the associated costs. They do not realize that the average cost, including mailing, is only 8 cents per copy and that for county residents, the mailed course publications are the major source of information about current course offerings.

Recommendation 2: that the continuing education/community service bulletin continue to be distributed to all county households.

The paper costs associated with the community school bulletin can be cut by decreasing the number printed. Until a means is found to distribute more copies of these bulletins, the number printed should be related to the number of households the addressing service can handle. Certainly, no more should be printed than the number of households served by the distributing post office, plus a few additional copies for display in the area school system.

Recommendation 3: that the number of community shcool bulletins printed be related to the number of households to whom the bulletins can be mailed.

The Office of Continuing Education was aware of recommendation 3 prior to the printing of this report and has already implemented the recommendation for the spring 1976 printing of the community school bulletins. They requested that the number printed be 200 more than the number to be mailed.

The data collected on the utilization of the special brochures for courses such as the photography symposium indicate that, on an overall basis, there is sufficient revenue generated to pay for all costs. There

do appear, however, to be two concerns. One is that the net profit is realized primarily because of the brochures associated with a few selected courses. There is a question, then, as to whether special brochures should be prepared for fewer courses or whether the means of distribution should be examined in further detail. The second concern is related to the fact that while there is a net profit, the printing costs associated with these special brochures (and with the community school bulletins) are not directly charged back to the continuing education/community service budgets. There are expenses in addition to publication costs associated with each course offered. These other expenses include such things as instructional salaries and clerical expenses. So, the following question arises. If these printing costs are charged to another budget, is sufficient total revenue being generated to pay for all costs including in-house printing? The Office of Continuing Education is currently completing a complete cost analysis for the fall 1975 semester including in-house printing costs.

Recommendation 4: that the number of special brochures be limited and that the selection of courses for which special brochures are prepared should include a consideration of the potential distribution.

Credit Card Plan

The data indicate that the availability of the credit card does encourage some students to enroll. The additional revenue received was more than sufficient to cover all associated costs. In addition, as indicated earlier, the state of the economy and increased competition from other area colleges were expected to result in a lower fall enrollment than was obtained. The availability of the credit card plan may have

been one contributing factor in maintaining the enrollment.

From a strict cost point of view, the credit plan was highly successful. However, there may be other factors to consider such as those on pages 16 and 17 in making the final decision to continue, discontinue or expand the credit card plan. Due to the many ramifications of the decision, the final recommendation should come only from the administration after they have had an opportunity to incorporate any additional factors.

Newspaper Ads

The ad in the Olathe Daily News did generate sufficient revenue and should be continued. As indicated on page 8, a second try with an ad in The Kansas City Star merits consideration even though sufficient revenue was not obtained this fall.

Recommendation 5: that newspaper advertising be continued as a means of informing county residents about specific courses available at the College.

In conjunction with recommendation 5, some thought should be given to advertising in newspapers such as the Gardner News, the Spring Hill New Era, and the DeSoto News. The people living in these areas may rely heavily on local newspapers.

REFERENCES

Geen, Russell G. The Role of the Social Environment in the Induction and Reduction of Anxiety. Paper given at symposium on Coping Skills at NATO Anxiety Conference, Oslo, July 1975.

Tatham, Elaine L. Project "Quick Step" enrollment study. Follow-Up Studies of JCCC Students, Office of Institutional Research, Johnson County Community College, August 1973.

Tatham, Elaine L. and Kelley, Diana. Community Satisfaction with JCCC Programs and Services. Five JCCC Institutional Studies, Office of Institutional Research, Johnson County Communtiy College, September 1974.

TABLE 1

SOURCES OF REGISTRATION FORMS USED FOR
CONTINUING EDUCATION COURSES
FALL 1975

Source	Number Tallied	Percentage	Number Estimated*
Walk In to Register**	954	22.2%	1080
Mailed in Registration			
Coupon Out of Continuing Education Course Bulletin	2430	56.6	2752
Continuing Education Office Form	536	12.5	607
Community School Bulletins	131	3.1	148
Olathe (N=71)			(80)
Stanley/Stilwell (N=29)			(33)
DeSoto (N=22)			(25)
Spring Hill (N=9)			(10)
Olathe Daily News	36	0.8	41
The Kansas City Star	18	0.4	20
Special Brochures	175	4.1	198
Symposium on photographic techniques (N=118)			(134)
Baseball Clinic (N=30)			(34)
Others (N=27)			(30)
Plain Paper	11	0.3	12

*These estimates were obtained by applying the percentages for the 4291 tallied registrations to the 4858 registrations received as of October 15, 1975.

**Persons who registered in person primarily used the Continuing Education Office Form or the coupon out of the Continuing Education Course Bulletin. In summary, 22.2% registered in person while the remaining 77.8% mailed in their registration.

TABLE 2

COSTS AND MINIMUM GENERATED REVENUE
FOR SELECTED PUBLICATIONS

Publication	Number Printed	Costs			Estimated* Revenue
		Paper	Postage	Total	
Mailed Bulletin	100,000	---	---	$8,430.99	$30,272
The Kansas City Star ad	---	---	---	531.30	220
Olathe Daily News ad	---	---	---	258.00	451
Community School Bulletins**					
Olathe	15,000	386.96	90.00	995.08	880
DeSoto	2,000	28.76	15.30	127.80	275
Spring Hill	1,700	21.72	14.22	115.06	110
Stanley/Stilwell	5,500	70.10	36.00	232.23	363
Total	24,200	507.54	155.52	1470.17	1628
Special Brochures					
Symposium on photographic techniques	4,000	27.40	---	90.35	2680
Baseball Clinic	500	6.37	---	73.30	510
Puppetry Workshop	1,000	10.96	---	72.45	***
Young Child Creates	800	5.10	---	26.55	***
Buying and Selling a Home	2,000	14.66	---	58.21	***
Going into Business for Yourself	800	7.01	---	29.30	***
Survival Skills for Single Parents	500	3.82	---	21.10	***
Education for Modern Parents	1,500	10.83	---	43.90	***
Who Says What to Whom	500	3.44	---	21.95	***
Total	11,600	89.59		437.11	$3520

*The assumption was made that the average revenue per student was $11 (see page 9 of this report) except for the special brochures when the course fee was used.

**The number of Community School Bulletins actually mailed was 5,000 for Olathe, 850 for DeSoto, 790 for Spring Hill, and 2,000 for Stanley/Stilwell.

***Many of these courses did not begin until later, so the data would be misleading on an individual course basis.

Notes.--1. Not all special brochures are listed above. However, they are representative and the income from the photography symposium alone was sufficient to cover the costs for all the brochures.

2. The above revenue data are minimum for two reasons. The first is that only the 3778 mailed registrations received as of October 15 are included. The second is that the assumption of $11 average income was used for all but the special brochures.

TABLE 3

VOLUNTARY OPINIONS OF JOHNSON COUNTY RESIDENTS
CONCERNING MAILED CREDIT COURSE SCHEDULES

Question	Zip Code Groupings*					Total
	A	B	C	D	E	
Member of family has attended JCCC?						
Yes	33%	56%	33%	58%	50%	50%
No	67	44	67	42	50	50
Member of family plan to attend course or activity listed in schedule?						
Yes	67	71	56	55	33	59
No	0	6	16	3	33	10
Not Sure	33	23	28	42	33	31
Best description of reaction to schedule:						
Useful	100	98	96	97	88	96
Interesting or enjoyable but not useful	0	2	4	3	6	3
Neither interesting, enjoyable nor useful	0	0	0	0	0	0
Objectionable	0	0	0	0	6	1
Would like to see more information such as the courses offered by other colleges in JCCC's bulletin.						
Yes	67	79	84	81	53	76
No	33	21	16	19	47	24

*Zip Code Grouping A includes zip code 66061.
Zip Code Grouping B includes zip codes 66202, 66203, 66204, and 66205.
Zip Code Grouping C includes zip codes 66206, 66207, and 66208.
Zip Code Grouping D includes zip codes 66212, 66214, 66215, 66216, 66217, and 66219.
Zip Code Grouping E includes zip codes 66018, 66021, 66083, 66085, 66210, and Unknown.

Note.--These responses were obtained from 139 Johnson County residents who clipped the questionnaire from the Fall 1975 credit course schedule mailed to all Johnson County households.

TABLE 4

VOLUNTARY OPINIONS OF JOHNSON COUNTY RESIDENTS CONCERNING MAILED CONTINUING EDUCATION, COMMUNITY SERVICE AND RECREATION BULLETINS

Question	Zip Code Groupings*					Total
	A	B	C	D	E	
Member of family has attended JCCC?						
Yes	50%	59%	62%	77%	85%	67%
No	50	41	38	23	15	33
Member of family plan to attend course or activity listed in schedule?						
Yes	100	84	91	8	69	86
No	0	6	2	3	0	4
Not Sure	0	10	7	8	31	10
Best description of reaction to schedule:						
Useful	100	97	100	98	100	98
Interesting or enjoyable but not useful	0	3	0	0	0	1
Neither interesting, enjoyable nor useful	0	0	0	2	0	1
Objectionable	0	0	0	0	0	0
Would like to see more information such as the courses offered by other colleges in JCCC's bulletin						
Yes	50	92	92	100	92	94
No	50	8	8	0	8	6

*Zip Code Grouping A includes zip code 66061.
Zip Code Grouping B includes zip codes 66202, 66203, 66204, and 66205.
Zip Code Grouping C includes zip codes 66206, 66207, and 66208.
Zip Code Grouping D includes zip codes 66212, 66214, 66215, 66216 and 66218.
Zip Code Grouping E includes zip codes 66018, 66083, 66085, outside county, and Unknown.

Note.--These responses were obtained from 184 Johnson County residents who clipped the questionnaire from the Fall 1975 Continuing Education, Community Service and Recreation Bulletin mailed to all Johnson County households.

TABLE 5

VOLUNTARY OPINIONS OF JOHNSON COUNTY RESIDENTS CONCERNING MAILED CREDIT COURSE SCHEDULES AND CONTINUING EDUCATION, COMMUNITY SERVICE AND RECREATION BULLETINS

Question	Zip Code Groupings*					Total
	A	B	C	D	E	
Member of family has attended JCCC?						
Yes	40%	58%	52%	70%	65%	60%
No	60	42	48	30	35	40
Member of family plan to attend course or activity listed in schedule?						
Yes	80	78	78	76	49	75
No	0	6	7	3	19	6
Not Sure	20	16	15	21	32	19
Best description of reaction to schedule:						
Useful	100	97	99	98	94	97
Interesting or enjoyable but not useful	0	3	1	1	3	2
Neither interesting, enjoyable nor useful	0	0	0	1	0	**
Objectionable	0	0	0	0	3	**
Would like to see more information such as the courses offered by other colleges in JCCC's bulletin.						
Yes	63	85	89	93	70	85
No	37	15	11	7	30	15

*Zip Code Grouping A includes zip code 66061.
Zip Code Grouping B includes zip codes 66202, 66203, 66204 and 66205.
Zip Code Grouping C includes zip codes 66206, 66207, and 66208.
Zip Code Grouping D includes zip codes 66212, 66214, 66215, 66216, 66217, 66218, and 66219.
Zip Code Grouping E includes zip codes 66018, 66021, 66083, 66085, 66210, Outside County, and Unknown.

**Less than one percent.

Note.--These responses were obtained from 323 Johnson County residents who clipped the questionnaire from the Fall 1975 credit course schedule or from the Fall 1975 Continuing Education, Community Service and Recreation Bulletin mailed to all Johnson County households.

TABLE 6

RECIPIENT USE OF JCCC COURSE SCHEDULES AS INDICATED AFTER MAILING OF CREDIT SCHEDULE AND CONTINUING EDUCATION, COMMUNITY SERVICE AND RECREATION BULLETIN FALL 1975

Question	Percent of Households Shawnee Mission	Other Johnson County	County Total
Main sources of information about the College			
Commercial Television	4.9%	2.8%	4.5%
Cable Television	0.6	0.0	0.5
Radio	1.2	0.0	1.0
Newspapers	18.9	19.4	19.0
Information mailed to home	56.1	52.8	55.5
Other (primarily people)	27.4	41.7	30.0
No response	3.0	0.0	2.5
Member of family has received a JCCC course schedule in the mail			
Yes	76.1	63.9	73.8
No	15.1	13.9	14.9
Don't know	8.8	22.2	11.3
If received, what happened to the course schedule?			
Opened and read by member of household	74.2	73.9	74.1
Opened but not read by member of household	7.5	8.7	7.7
Discarded without being opened	10.8	17.4	11.2
Set aside for reading later	5.8	0.0	4.9
Don't know	0.0	0.0	0.0
Other (opened & glanced at before throwing)	1.7	0.0	1.4
If course schedule was received, which describes reaction to mailed schedule?			
Kind of useful information my family or I like to receive	56.8	56.6	56.7
Interesting or enjoyable, but not especially useful	35.6	26.1	34.0
Neither interesting, enjoyable nor useful	4.2	4.3	4.3
Objectionable	0.0	0.0	0.0
Don't know	3.4	13.0	5.0
If course schedule was interesting, enjoyable, or useful, which items of particular interest			
Nothing specific	28.3	33.3	29.1
Continuing Education	16.7	25.0	18.1
Business	18.3	16.7	18.1
Crafts	8.3	8.3	8.3
Have not read it yet	3.3	0.0	2.8
Other*	25.1	16.7	23.6

*Other mentioned items of interest were nursing, industrial night courses, Brown and Gold Club, tennis, physical development, foreign languages, law enforcement, art, photography, mathematics and post-graduate courses.

TABLE 6

RECIPIENT USE OF JCCC COURSE SCHEDULES AS INDICATED AFTER MAILING OF CREDIT SCHEDULE AND CONTINUING EDUCATION, COMMUNITY SERVICE AND RECREATION BULLETIN
FALL 1975
(continued)

Question	Percent of Households		
	Shawnee Mission	Other Johnson County	County Total
If course schedule was received, have used at least once, the registration request form or admissions blank in the mailed class schedule			
Yes	14.5%	17.4%	15.0%
No	85.5	82.6	85.0
Would like to receive information about JCCC in the mail			
Yes	61.4	43.2	57.9
No	38.6	56.8	42.1
If not interested in receiving information by mail, why?			
Retired or too old	32.4	50.0	37.0
Not interested	29.4	16.7	26.1
Not enough time or moving	20.6	25.0	21.7
Other (attend another college, waste of money, transportation problems)	17.6	8.3	15.2

APPENDIX

COMMUNITY TELEPHONE SURVEY INSTRUMENT

Name _____ Phone _____

Address _____ _____

_____

CALL RECORD

Time	Date	Respondent	Remarks

COMMUNITY-COLLEGE PUBLICATIONS SURVEY

Is this residence of (person's name) ?

May I speak to (person's name) ? If they are not available, ask if they may be reached at work or later at home. Record number and time to call back.

When contacted:

This is _____. I am calling for Johnson County Commmunity College. We are interested in how the citizens of Johnson County become aware of the educational opportunities available to them at the College. May I ask you a few questions?

1. What has been your main source of information about the College?
   ____ 1. Commercial television
   ____ 2. Cable television
   ____ 3. Radio
   ____ 4. Newspapers
   ____ 5. Information mailed to your home from the College
   ____ 6. Other: Please specify _____

2. Have you or any member of your family ever received a JCCC course schedule in the mail?
   ____ 1. Yes (go on to question 3)
   ____ 2. No (skip to question 7)
   ____ 3. Don't know (skip to question 7)

3. How would you describe what happened to the course schedule you or your family received?
   ____ 1. Schedule was opened and read by a member of the household.
   ____ 2. Schedule was opened but not read by a member of the household
   ____ 3. Schedule was discarded without being opened
   ____ 4. Schedule was set aside for reading later
   ____ 5. Don't know
   ____ 6. Other: Please specify _____

4. Which one of the following best describes your reaction to the JCCC course schedule you received by mail? (Read respondent options 1 through 4)
   ____ 1. The kind of useful information my family or I like to receive
   ____ 2. Interesting or enjoyable, but not especially useful to me or my family
   ____ 3. Neither interesting, enjoyable nor useful
   ____ 4. Objectionable
   ____ 5. Don't know

5. (If respondent found course schedule interesting, enjoyable or useful) What items included in the JCCC course schedule were of particular interest to you? _____
   _____
   _____

6. Have you ever used the registration request form or the admissions blank which was included in the class schedule mailed to your home?
   ____ 1. Yes
   ____ 2. No

7. Would you like to receive information about JCCC in the mail?
   ____ 1. Yes
   ____ 2. No (Why not _____?)

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 14 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES